

Standard 6-3 The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

6-3.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe, and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G, H, E)

Taxonomy Level: B 2 Understanding/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about the bubonic plague.

In Global Studies, students will analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline (GS-2.6).

It is essential for students to know the general direction from which the plague originated and spread, the most likely modes of transportation and pathways by which it spread, and the economic, political, and social activities which contributed to the rapid infection of most of Europe. Students should have a clear idea of the relatively narrow timeframe in which this epidemic occurred, how rapid the contagion was, to what degree the spread was hastened by lack of scientific and medical knowledge, and its devastating impact on all socioeconomic levels of the population. Students should particularly note the impact of a decimated population on labor availability and costs, and how these economic forces enabled a shift away from feudalism. Additionally, students should have a general concept (expressed as an approximate fraction or percentage) of the world's population lost to the plague.

It is not essential for students to know the scientific terms for either the disease itself or the fleas which carried the disease. It is not necessary to be familiar with the symptoms of the plague or its precise incubation period.

Assessment guidelines: In order to measure understanding of the origins and spread of the bubonic plague, appropriate assessments could require students to **represent** its movement on a map, **interpret** population figures to determine impact, **classify** economic activities impeded by the disease, **infer** the economic and social consequences of catastrophic and random population loss, **explain** the process of transition from feudal economy to market economy, or **compare** the characteristics of this epidemic with those of more modern outbreaks (1918 influenza epidemic, AIDS pandemic, etc.).